



Advanced High School

National FFA Organization

Lesson AHS.52

TEACHING OTHERS ABOUT YOUR SAE

Unit. Components of Agriculture Education

Problem Area. Supervised Agriculture Experience

Precepts.

National Standards. NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Be able to identify a chronological sequence of steps to gather information on his or her SAE.
- 2 Be able to identify and collect information necessary to explain his or her SAE.
- 3 Be able to teach others about his or her SAE.



© 2004 National FFA Organization

*It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.*





Time. Instruction time for this lesson: 50 minutes.



Resources

SAE Handbook. National FFA Organization.

SAE Central Website. <http://www.cals.ncsu.edu>

Local Program Success Resource Guide. National FFA Organization, 2002–2003.

A Guide to Local Program Success. National FFA Organization.

Applications of Previous National FFA Proficiency Award Winners



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Computer projector
- ✓ Flip chart sheets—6 per group
- ✓ Markers—several per group
- ✓ AHS.52.Assess—one per student



Interest Approach

Note: Students must have received instruction in Life Knowledge SAE, have a thorough understanding of SAE, and have a viable and approved SAE to receive this lesson.

The students in this class have fully developed their SAEs and are well established in pursuing their career goals. Each student will bring or have available his or her SAE record books for the past three to four years and any proficiency award applications he or she may have filled out.



Over the past few years you have received several lessons on how to identify, plan, develop, manage, evaluate, and adjust your SAE. You have also applied those skills to your individual SAE in pursuit of your career goals, established the foundation to support your financial future, and developed “pride” due to initial success in your chosen field of interest. The next step in developing career success is sharing the knowledge, skills, success, and pride that you have developed through your SAE. Today’s lesson will be on teaching others about your SAE. So do not be humble. Let your pride show and get prepared to develop a road map of how you started and the steps you went through in developing your SAE to its current status. By the end of this lesson, you will be prepared to be interviewed by Dan Rather of CBS or named a national finalist in a proficiency area and teach others about your SAE.




SUMMARY OF CONTENT AND TEACHING STRATEGIES


Objective 1. Be able to identify a chronological sequence of steps to gather information on his or her SAE.

I. What are the steps you used to develop your SAE?


Activity

 Today you are going to identify the steps that you went through to develop your SAE. Take out a sheet of paper and list at least six steps or processes that you went through to develop your SAE—from start to finish.


Give each student a few minutes to list as many steps or processes as possible that he or she went through in developing the SAE to its current status. Students should be encouraged to use their record books or applications to help them formulate their lists. Encourage each student to list at least six steps or processes.

 Now that each of you has identified your steps, you will break up into small groups to further develop and refine your lists. Starting on my right, count off from 1 to 4. Ready, go! Now that you are in small groups, utilize the flip chart to develop a combined list of steps. You have three minutes for this exercise.

Have the students use their lists to develop a combined, non-duplicative list and record it on the flip chart paper provided for them at their table. During the process, observe the development of the lists and make comments to lead students to the six steps in the opening interest statement. Once the lists are complete, ask the teams to call out their lists in chronological order starting with the first step. The instructor will record them on a writing surface at the front of the room. List the steps across the top of the surface with similar words together; then narrow the list down to one word per step, allowing for class discussion. Leave the list on the writing surface for reference later in the lesson.

 Now that you have completed your list, group #1 will call out their first step and I will write it down, then group #2 and so on... Then repeat the process for the second, third, fourth, fifth, and sixth steps.

This exercise is to narrow each step down to one word per step.

 What are the six steps?

Answers should include: identify, plan, develop, manage, evaluate, and adjust—ipdmea. Complete the list to include all the steps of ipdmea.



Emphasize that each step is equally important and dependent upon the others. One missing or incomplete step is much like a missing link in a chain. If one link is broken or missing, the chain cannot accomplish its purpose. Just like the links, if one step is missing or not done properly, one cannot fully reach his or her career goals.

Activity



Now that you have identified the six steps, how can you remember them? This will be the key to being able to teach others about your SAE.

Use a Choral Response Moment at this time to help the students remember the six steps. Have the students call out each of the six steps as they count them on their fingers. The instructor will call out the steps with them. Repeat the exercise three times.



Call out each of the six steps as you count them on your fingers. Ready? Begin.

Objective 2.

Be able to identify and collect information necessary to explain his or her SAE.

II. How and what types of information do I collect to explain my SAE?

Activity



Now we are going to identify what information is necessary for you to explain your SAE. You have identified the steps that are necessary to develop your SAE, which I have placed on the writing surface at the front of the room. Take six pieces of paper and copy one of each of the steps at the top of each of the six sheets of paper. Utilizing your record books and proficiency applications, list on the appropriate sheet, using key words only, those reasons, motivations, skills, activities, processes, planning, management, analysis tools, and/or anything that had an impact on the development of your SAE. You have 15 minutes for this activity.

Allow about 15 minutes for this exercise. A complete and more detailed list can be developed as a homework assignment possibly that can be used for their presentations.

Objective 3.


Be able to teach others about his or her SAE.


III. How do I teach others about my SAE?

Once the students have completed a preliminary list and have a feel for the complete assignment, have them return to the groups that they were with earlier and divide the groups in half. This should give you a minimum of three students per team.

Utilizing an Eyewitness News Moment, assign one student to be Dan Rather of CBS News and one other to be the interviewee. The assignment will be to have Dan Rather ask questions about the topic, Teaching Others About Your SAE. Take about three minutes for the interview and then rotate so all in the group will have a turn in each position.



 Now it is time to have some fun and teach others about your SAE. Make sure you have your six sheets of paper with the steps on them and move back to the group that you were with earlier today. Divide your group in half.


 In your new groups, select one individual to be Dan Rather. Take a few minutes to help Dan develop questions on the topic, teaching others about your SAE, for the interview. Now that you have selected Dan, you need one volunteer to be interviewed, who will answer the questions from Dan about your SAE. Try not to use your notes any more than you have to. You will have about three minutes for the interview. Each of you will have the opportunity to be both Dan and the interviewee. I will tell you when to rotate your positions.

Follow your own instructions until the exercise is complete.


Review/Summary

Now, have the students do a Choral Response Moment by counting off on six fingers what each of the six steps—ipdmea—stands for: identify, plan, develop, manage, evaluate, adjust. Repeat this three times.

 Call out each of the ipdmea while counting them off on your fingers. Repeat. Repeat.

 Write ipdmea in your notebooks and what each letter stands for in the steps.

 Expand your list under each of the six steps.

 Write in your notebooks three unrelated uses for the presentation in teaching others about your SAE.

Examples: 1) TV or radio show, newspaper article, etc. 2) civic groups, recruitment into agriculture education, professional organizations, etc. 3) verbalizing your SAE in proficiency application processes at the state and national levels, meeting with your banker or accountant, etc.

At this time pass out AHS.52.Assess.

Application

► **Extended Classroom Activity:**

The students need to complete their six steps lists, so have them utilize their record books and any proficiency applications they may have—complete or incomplete—to fully develop their lists. Then have them organize their lists in a Word document for a presentation.

► **FFA Activity:**

Have students fill out an FFA Proficiency Application using the steps outlined to gather their information.



► SAE Activity:

Have students give a presentation on teaching others about their SAE to one of the groups identified above in #3 of the Review/Summary

✓ Evaluation

AHS.52.Assess

Additional evaluation for this lesson could be the FFA Activity and the SAE Activity, or the completeness of the FFA Proficiency Award Application using the six steps to gather and utilize the information and the development of a presentation to a selected audience.

Answers to Assessment:

Question 1.

1. Identify
2. Plan
3. Develop
4. Manage
5. Evaluate
6. Adjust

Question 2.

1. Examples: TV show, radio show, newspaper article, etc
2. Examples: civic groups, commodity groups, recruiting younger students in agriculture education, other professional organizations, etc
3. Examples: interview for finalist in proficiency awards, meeting with banker for financing, meeting with accountant for tax purposes, etc.



► **Short Answer.**

1. List chronologically the six steps necessary to collect information.

2. Identify three unrelated uses for your presentation.

